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Minutes, Arts & Sciences Faculty Meeting, Thursday, April 17, 2008

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**Approved Minutes
Arts and Sciences Faculty Meeting
Thursday, April 17, 2008**

Members present: Faculty Arts and Sciences APR 17 2008 Meeting

Ilan Alon, Mark Anderson, Pedro Bernal, Erich Blossey, Bill Boles, Rick Bommelje, Dexter Boniface, Wendy Brandon, Sharon Carnahan, Ann Carpan, Roger Casey, Jennifer Cavanaugh, Julian Chambliss, David Charles, Ed Cohen, Tom Cook, Denise Cummings, Mario D'Amato, Don Davison, Nancy Decker, Lewis Duncan, Hoyt Edge, Larry Eng-Wilmot, Marc Fetscherin, Richard Foglesong, Elise Friedland, Laurel Goj, Elton, Graugnard, Yudit Greenburg, Eileen Gregory, Don Griffin, Mike Gunter, Fiona Harper, Paul Harris, Karen Hater, Scott Hewit, Alicia Homrich, John Houston, Gordie Howell, Richard James, Jill Jones, Yvonne Jones, Laurie Joyner, Philip Kozel, Harry Kypraios, Tom Lairson, Ed LeRoy, Barry Levis, Edna McClellan, Thomas Moore, Steve Neilson, Rachel Newcomb, Marvin Newman, Socky O'Sullivan, Thomas Ouellette, Derrick Paladino, Twila Papay, Roger Ray, Charlie Rock, Scott Rubarth, Emily Russell, Jim Small, Steven St. John, Paul Stephenson, Bruce Stephenson, Darren Stoub, Kathryn Sutherland, Ken Taylor, Mary Throumoulos, Lisa Tillmann, Rick Vitray, Anca Voicu, Debra Wellman, Yusheng Yao, Wenxian Zhang. Guest: Sharon Carrier



- I. Call to Order – Davison called the meeting to order at 12:37 PM
- II. Approval of Minutes –The minutes of the March 25 faculty meeting were approved as distributed.
- III. Old Business
 1. Proposed Bylaw regarding Promotion and Tenure (see attachment 1) – Brandon moved to amend the Bylaws, Article VIII. D’Amato reviewed the discussions about the bylaw amendments from the last faculty meeting. Brandon drew attention to the reason for the change. The goal was to prevent a moving target for candidate. PSC also wanted to encourage associates to come forth for promotion to full professor in a timely manner since delay causes pay differentials. D’Amato argued there is no protection for associates about which set of criteria will be used for promotion. Kypraios asked if the committee was aware of any other institutions that do not grandfather faculty into the criteria they were hired under. D’Amato said no. Jones does not see why it makes sense to have only three years to adjust to a new set of criteria. A candidate should use either criteria s/he came in with or the most recent. Tillman asked about the length of time individuals have remained as an associate. D’Amato answered that some associates have been in rank for ten years or more. Tillman thought that perhaps five years might be better than three for an individual to be able to use old criteria. D’Amato pointed out that associates do have a say in any changes of promotion criteria. Three years would be sufficient. In that case, the criteria could be linked to a possible mid-course review. Gregory said she was now more confused than ever. She thought that a candidate for promotion would be using original criteria from tenure. D’Amato said that the criteria would be no less than three years old or the most recent ones. Paladino wondered if having a mid-course review would lock a candidate into applying for professor in three years. Jones replied that no, the criteria would move to the next mid-course if the candidate chose not to apply. Brandon called the question, which was called by voice vote. The Bylaw amendment was approved by voice vote.
- IV. New Business
 1. Proposed Bylaw regarding Student Affairs (see attachment 2) – Newman presented the amendment to the Bylaws, Article IV, Section 1. Griffin seconded. Homrich ask if the Dean of Student Affairs fell under the Bylaws. Griffin said that the Dean is mentioned in several places in the Bylaws and so the proposal is consistent with that. Tillman asked if the change had been worked on in collaboration with the Dean of Students Affairs. Griffin said no. Davison said that she has been fully informed about the Bylaw revision. Carrier asked if it would apply to Holt Students. Davison said that since there

was no dean of student affairs for Holt, it would not. Gregory asked if a dean did not cooperate what would happen. She also wondered what was meant by “serious incident.” She expressed surprised that a scientist would come up with such a non-measurable term. Griffin said that faculty cannot impose a penalty on a non-cooperative administrator. These are just expectations. The purpose was to try to improve communication between the dean of student affairs and the faculty. The point is to get clarity, not penalty. O’Sullivan felt that was a good motion. The faculty is bound by the Bylaws but the administration and trustees are not. So this requirement would be voluntary on their part, but the faculty needs to do what we think best. Casey thought that Dean of Holt could provide information to faculty in case of situations there. The Bylaw amendment was adopted by voice vote.

2. Honors Program Curriculum Revision (see attachment 3) – Carnahan presented the proposal on behalf of AAC. LeRoy asked about the meaning of the requirement that a student must complete an honors-in-the major-field project. Griffin said that it would replace the current Honors project. LeRoy expressed concerns that this requirement might hold back students who would otherwise be eligible for Honors because they lacked musical talent and could not get honors in the major. Edge questioned the requirement for two semesters since some departments grant honors in the major with a one-semester project. Jones asked if students had to get honors-in-the-major-field to get the honors degree. Griffin said yes. Jones said that she liked that idea. O’Sullivan thought the term “complete” regarding honors-in-the-major-field was confusing. He suggested for clarification that the statement in the first paragraph should read “students must satisfy the requirement” rather than “must complete.” Levis accepted the suggestion as a friendly amendment. Vitray had expressed concern about the requirement that credits for the honors-in-the-major-field requirement would count toward the major. Foglesong felt that there was too much confusion and moved to table the motion. The vote to table passed by a vote of 31 to 20. Levis expressed his frustration that all faculty had seen the proposal in the fall, followed by a colloquium. After the AAC had approved the proposal, it was presented to the department chairs, and no one had sent him any concerns about the revision.

- V. Announcements from the Executive Committee – Davison announced that the Executive Committee approved the suspension of the classics program that had been recommended by AAC. The program will not accept new majors for up to three years. The Executive Committee added the expectation that the program director would develop a timetable to be returned to the Academic Affairs Committee. He also reported that the Executive Committee had received a report from the merit task force. James said that the task force had had quite a few spirited meetings. They are basing all their work on the research that had been completed previously. They are trying to be simple,

streamlined, and transparent. They are looking at releasing a plan to the faculty to consider over the summer and to hold a workshop in the fall. Establishing criteria has been troublesome; they want the criteria to be disciplinary based. James expressed disappointment that there were no questions. Casey announced the winners of the McKean Grant. Eighteen proposals had been received this year. An external review board composed of Rollins graduate academics had reviewed them. This year the college had been able to offer two grants: Jennifer Cavanaugh's project on Annie Russell and Rachel Simmons' envisioning Antarctica. Wild applause followed the announcement. Duncan announced a \$1 M gift from Bruce Beal to Cornell Fine Arts Museum to name the Director's position, with budget relief to be used to advance the educational purposes of the museum.

VI. Adjournment – The meeting was adjourned at 1:25 PM.

Respectfully submitted,

Barry Levis
Secretary

Attachment 1

FACULTY OF THE COLLEGE OF ARTS AND SCIENCES

SECTION V – BYLAWS

ARTICLE VIII: FACULTY EVALUATIONS

B. CRITERIA FOR FACULTY EVALUATION

Section 2. Departmental Criteria

[text as it currently stands]

"Each department, with the concurrence of the Faculty Evaluation Committee, shall determine how the above criteria shall be defined and applied for faculty evaluations in particular academic disciplines, providing to the FEC explicit standards for teaching, scholarship, and service, including those specific to the discipline. The department shall provide a rationale in support of their standards. The department must resubmit these criteria to the FEC and they must be accepted by the FEC before any tenure track search may be conducted.

[Note: This would take effect for the academic year 2004-2005, and for candidates recently hired the following would apply. Any department with a candidate who has a tenure-track appointment but who has not yet reached a mid-term evaluation, must submit a new set of criteria and have them accepted by FEC before the mid-course evaluation.]"

[proposed amended text]

"Each department, with the concurrence of the Faculty Evaluation Committee, shall determine how the above criteria shall be defined and applied for faculty evaluations in particular academic disciplines, providing to the FEC explicit standards for teaching, scholarship, and service for tenure and promotion to Associate Professor and Professor, including standards specific to the discipline. The department shall provide a rationale in support of their standards. The department must reevaluate and resubmit these criteria to the FEC every five years, or earlier if the criteria have been revised. Any department with a candidate for tenure will use the set of criteria in effect at the time of the candidate's hiring, unless the candidate chooses to use the most recent criteria at the time they take effect. In all other cases, the set of criteria in effect three years prior to the candidate's evaluation will be used, unless the candidate chooses to use the most recent criteria at the time they take effect."

[reason for the proposed change]

The current bylaws do not specify that criteria for the rank of Professor are to be submitted to FEC, which is an oversight. Furthermore, currently the submission of departmental criteria is contingent upon requests for a tenure-track position; FEC should, however, have the most current departmental criteria for tenure and promotion readily at hand at all times. Also, PSC believes it is necessary for all departments to review their standards for tenure and promotion on a regular basis. Finally, the "untimely" note at the end of Sec. 2 has been replaced by a sentence clarifying exactly which criteria will apply, in case of changes.

Note that if new criteria are put into effect, candidates for tenure may choose which set of criteria to use. Candidates for promotion to Professor, however, must use the criteria that were in effect three years prior to the candidate's evaluation for promotion. The goal here is (1) to prevent a "moving target" for such candidates, while also allowing for departmental criteria for promotion to be reevaluated and revised periodically, and (2) to encourage Associate Professors to become candidates for promotion to Professor in a timely fashion, thereby helping to prevent great divergences between time-in-service and pay among faculty members. This approach also encourages ongoing professional activity which benefits the candidate's department and the college at large."

Attachment 2

PROPOSED BYLAW REVISION REGARDING REPORT BY DEAN OF STUDENT AFFAIRS Arts and Sciences Faculty Meeting April 17, 2008

ARTICLE IV MEETINGS OF THE FACULTY OF ARTS AND SCIENCES

Section 1. Regular Meetings

The Faculty of Arts and Sciences shall normally meet monthly during the academic year. Elections for the President, Vice President/Secretary, and the at-large faculty representatives for the four Arts and Sciences standing committees shall be held on or before the April meeting of the Faculty.

(proposed addition)

AT LEAST AT ONE MEETING EACH SEMESTER OF THE FACULTY OF THE COLLEGE OF ARTS AND SCIENCES, OR UPON THE REQUEST OF THE PRESIDENT OF THE FACULTY, THE DEAN OF STUDENT AFFAIRS, OR HIS OR HER DESIGNEE, SHALL MAKE A REPORT TO THE FACULTY ABOUT THE STATE OF THE COLLEGE IN REGARD TO STUDENT LIFE. FURTHERMORE, ANY SERIOUS INCIDENT SHALL BE REPORTED BY THE DEAN OF STUDENT AFFAIRS OR HIS OR HER DESIGNEE AT EITHER A REGULAR OR SPECIAL MEETING OF THE FACULTY OF THE COLLEGE OF ARTS AND SCIENCES.

Attachment 3

Proposal for Revision of the Honors Degree Program

Be it resolved that the following changes be made to the Rollins College Catalog dealing with the Honors Degree Program:

1. **Special Degree Programs**

CURRICULUM

Through a series of team-taught interdisciplinary seminars, the Honors Degree Program introduces students to the various methods of inquiry in the liberal arts. The core curriculum (HON 201 ~~Honors Conference Seminar~~ Making Sense through HON 490 ~~The Theodore Darrah Honors Synoptic Seminar~~ 450 ~~Seniors Honors Research Seminar~~) builds community by providing a shared experience as students progress through college together. The first two years encourage integrative understanding. ~~The junior and senior years are devoted to independent research, with the seminars providing support, supervision, and direction.~~ In the senior year, students complete an Honors-in-the-Major Field Research project as well as the interdisciplinary Darrah Honors Synoptic Seminar

Course of Study

~~HON 401/402 Thesis Prospectus Preparation: Junior year seminar providing direction, discipline, and support as students seek to identify, sharpen, and develop the focus of their senior research project. In the spring term, students must present a detailed prospectus outlining their plans for the senior year's project and demonstrating preliminary familiarity with the literature in the area. Two term sequence.~~

~~HON 450 Senior Honors Research Seminar: As senior Honors students pursue their individual research projects, they meet on a regular basis to discuss the difficulties that arise in the course of research.~~

~~Students present their work to their colleagues and consider the issues involved in the effort to communicate their results to the wider community. Two-term sequence.~~

~~HON 498/499 Senior Honors Research Project: Intensive, independent research in student's major field. Seniors defend their work before a committee of three faculty members. Two-term sequence.~~

HON 490 The Theodore Darrah Honors Synoptic Seminar. Team-taught interdisciplinary course in which students are presented with a series of contemporary problems and will demonstrate how disciplines represented contribute to an understanding of and solutions to these problems. Students complete this course in the fall of the senior year.

2. **Courses of Instruction**

The Honors Degree Program

Rollins offers a special program in the liberal arts for students with exceptional abilities. The Honors Degree Program admits students with a superior record of academic achievement and leads to a distinct and separate undergraduate degree - Artium Baccalaureus Honoris - the Honors Bachelor of Arts Degree. Honors students complete a core **sequence** of interdisciplinary courses designed to provide an integrated understanding of the liberal arts. A series of four team-taught seminars during the first and second years, introduce students to the various methods of inquiry in the liberal arts. These courses substitute for some of the general education requirements of the regular bachelor's degree program and are designed to: (1) teach students to think and write critically across a broad range of disciplines and (2) encourage and prepare students to be independent thinkers. ~~Honors seminars in the third and fourth years support significant independent research projects that represent the culmination of students' careers at Rollins.~~

HONORS STUDENTS

Most Honors students are admitted to the program prior to their first year at Rollins. With regard to academic and social permissions, they enter the College with sophomore status. Attending small, interactive seminars together for four years, Honors students get to know each other and form a community of learners based on shared experiences, collaborative projects, and lively discussions. This sense of community begins during their first days on campus with the Honors Conference Seminar and culminates with the ~~Senior Honors Research Seminar, in which students present and discuss the findings of their independent research projects.~~ Darrah Honors Synoptic Seminar, in which students will be presented with a series of contemporary problems and will demonstrate how each discipline would contribute to an understanding and a solution to these problems. Special Honors Dinners and other Honors activities further enhance this sense of community. Students find that the challenge and excitement of learning is not dependent solely on faculty members, but arises freely and spontaneously within this community of peers.

Adventurous students are encouraged to spend a semester away from the campus (usually in the junior year) pursuing experiential learning, study abroad, or some other exceptional educational opportunity.

ADMISSION

Entering first-year students are eligible for the Honors Degree Program if their high school record shows evidence of special scholastic attitude and aptitude. Honors students normally constitute the top 10-percent of the entering class. The Honors Program Supervisory Board, together with the Office of Admissions, reviews the files of the most promising entering students in order to identify and select candidates for the Program.

Transfer students with forty (40) or fewer semester hours may also be selected for admission. In addition, each year a small number of Rollins' sophomore students are also admitted to the Honors Degree Program based on their academic performance, the rigor of their

schedules as first-year students, and recommendations from their professors.

GRADUATION REQUIREMENTS

I. COURSES AND CREDITS

(See Courses of Instruction, Honors Degree Program for course descriptions.)

A. Seminars

- * HON 201 and HON 202
- * HON 301 and HON 302
- * ~~HON 401/402 (two term sequence)~~
- * ~~HON 450/450 (two term sequence)~~ HON 490

B. Independent Studies

~~* HON 498/499 Senior Honor Research Project~~
Honors students must complete a two-semester honors-in-the-major-field project (total of eight [8] semester hours) approved and supervised by the student's department. One member of the student's committee must be a faculty member from the Honors Supervisory Board or a faculty member approved by the board. In addition, the student must make a presentation in the fall semester to his/her committee about the nature of the project and work that has been completed to that point, and make a detailed defense of the project to his/her committee and a more general public presentation of his/her work at the end of the spring semester. The eight (8) credit hours for the honors-in-the-major-field project may count towards credits in the student's major.

C. General Education Requirements

- * Knowledge of Other Cultures (C)
- * Decision Making and Valuation (V)
- * Foreign Language (F)
- * Lab Science (O or P, and N)
- * Quantitative (Q)

D. Major Field

* Complete courses required for major (48-64 semester hours)

E. Electives

* Includes an optional minor of six to eight courses (32-48 semester hours)

For the sake of providing flexibility in their academic scheduling, Honors students are required to complete only two physical education courses:

- * one Basic Physical Education (BPE) and
- * one Physical Education Activity (PEA).

Nonetheless, the Program does support the principle of a sound mind in a sound body and therefore recommends the usual three (3) physical education courses.

Students must fulfill the above academic requirements in no less than 140 semester hours.

II. GRADES AND EXAMINATIONS

Candidates for the Honors B.A. Degree must maintain a minimum cumulative average of 3.33 to continue in the program and earn the degree. They must also earn a grade of 'B' or better for ~~both HON 498/499.~~ **their Honors-in-the-major-field research project.** Latin honors at graduation (Cum Laude, Magna Cum Laude, and Summa Cum Laude) are awarded in the Honors Program on the basis of cumulative GPA, with the same numerical criteria as in the rest of the College (see the Curriculum and Academic Policies section of this Catalogue).

I. Rationale

The Honors Degree Program has gone through a major revision of the first two years of the program. The Honors Degree Supervisory Board now believes that we should also look at the final two years so that the entire program can achieve a degree of coherence that has been previously lacking. In particular the program begins as an interdisciplinary experience that focuses on broadening a student's intellectual growth but currently concentrates narrowly on the completion of a research project in the major. All of the HON courses in the junior and senior year are centered on that effort. The supervisory board believes that disciplinary intensity diminishes the enriching experience of the first two years of the program because it focuses so sharply on the major. We believe that a new capstone will reinvigorate the interdisciplinary approach learned in the freshmen and sophomore years. It is also apparent to us that students in the program become so fixated on the research project (some even becoming overwhelmed by the prospect of having to complete one) that it detracts from the purpose of the honors degree program as a whole. We therefore recommend that the following changes be made to the program to give it more coherence and a sharply interdisciplinary thrust.

II. Program Revision

A. Course Addition. HON 490(?): The Theodore Darrah¹ Honors Synoptic Seminar. (four credit hours). Students will complete this course in the fall of their senior year. The course will be a team-taught interdisciplinary course in which students will be presented with a series of contemporary problems and will demonstrate how each discipline represented would contribute to understanding and solving of these problems. The two faculty members must come from two different divisions.

B. Change in the Final Project. Honors students will no longer be required to complete a two-semester (eight credit hours) research project as currently required. Instead they must complete a two-semester honors-in-the-major project (eight credit hours) which is approved and supervised by the student's department. One member of the student's committee must be a faculty member from the Honors Supervisory Board or a faculty member approved by the board. The student must receive at least a "B" for the project. In addition, the student must make a presentation in the fall semester to his/her committee about the nature of the project and work that has been completed to that point, and make a detailed defense of the project to his/her committee and a more general public presentation of his/her work at the end of the spring semester.

In order to maintain control over the process by the Honors Supervisory Board, the Director of the program will contact all departments who have junior honors students (sophomores in the case of AMP students) likely to begin Honors-in-the-Major projects

¹ Named in honor of Ted Darrah, who taught a similar course while he was Dean of the Knowles Memorial Chapel.

the following year so that the proposals can be appropriately prepared. Junior Honors students will be required to submit a thesis topic with a one-paragraph description along with the name of the proposed sponsor to the director of the Honors Degree Program by the end of November. By the end of April of the junior year, Honors students will submit to the director of the Honors Degree Program a five-page description of the project along with the names of all members of the committee including the name of the outside representative approved by the Honors Degree Supervisory Board,

C. Courses to be removed from the program: HON 401, 402 (Thesis Prospectus) and HON 450 (Senior Honors Research Seminar) for a total eight credit hours. Because the final project will come under the department for Honors in the Major, the eight credit hours for HON 498/499 would become credits in the major for the honors-in-the-major project.

III. Benefits

We believe these changes will greatly enhance the program by giving it an hourglass structure that will emphasize breadth in the liberal arts and provide an integrated understanding of the liberal arts. The new capstone experience will reinforce synthesis across the disciplines with students now conversant in their respective disciplines. We believe that these revisions will encourage new vitality in the program, a process we began last year with the revision in the freshman and sophomore years. As a corollary benefit it will allow honors students to have the entire junior year free to study abroad programs. Also it will aid AMP students who have had difficulty completing the requirements for the Honors Degree Program in three years. Finally the change would have no net effort on faculty loads since the same number of faculty teaching HON 401/402 and HON 450 will teach the new Theodore Darrah Honors Synoptic Seminar. We think it's a damn good idea.